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ABSTRACT

This report presents the findings and recommendations of a review of the student personnel services program at Triton College (Illinois), conducted by a team from the Consulting Service of the American Association of State Colleges and Universities. The report briefly describes the college and its administration and suggests a reorganization of the Student Personnel Services Division so that only three individuals (Assistant Dean of Counseling, Assistant Dean of Student Services, and an Admissions Specialist) report directly to the Division Dean. Suggested roles and responsibilities of the Dean and Assistant Dean of Student Affairs are described. Various aspects and programs within the student affairs and student services area are discussed and evaluated: the student union and student association; the office of the financial aid, placement, and veteran's advisor; health services; the organization of the Counseling Area, the duties of the Assistant Dean for Counseling, counselors, and counselor aides, and the philosophical base for the Counseling Area; the admissions process, student recruitment, the admissions testing program, the duties of the Specialist in Admissions and Records, and record-keeping procedures; freshman orientation; and the one-year, experimental interdepartmental program. (DC)

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TRITON COLLEGE

A Review of

The Student Personnel Program

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April 29, 30, May 1, 2, 1974

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TRITON COLLEGE

A Review of

The Student Personnel Program

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Foreword

Triton College, for the past two years, has been considering the need for a study of the college program of student personnel services. In the fall of 1973 requests for a study proposal were issued. The proposal of the Consulting Service of the American State Colleges and Universities was among those considered. Following a one-day meeting with the Director of the Consulting Service and revision of the proposal, the Board of Trustess approved the project after much discussion.

The consulting team--composed of four nationally recognized student personnel workers, accompanied and coordinated by the Director of the Consulting Service--spent four days (April 29 and 30, May 1 and 2, 1974) on campus.

Interviews were conducted with all counselors and many counseling aides; classified personnel; faculty members and officers of the faculty association; and many students and campus administrative officers of the college.

Reports of previous consultants, the North Central Association accrediting documents, and other reports, publications, brochures and records--including budget and salary reports--were studied. Group meetings were held with some personnel. The members of the consulting team appreciated the many courtesies extended to them, and especially the willingness to discuss all aspects of the program frankly and openly. There appeared to be no "hold-backs" from anyone, but much "feed-back" from all. We commend all concerned for the "open-door" policy and discussion.

The "exit" interview presented by the team to student personnel staff members, faculty members, students and administrative officers of the college briefly outlined the tentative conclusions and suggestions and recommendations.

This written report more fully indicates the conclusions drawn, as well as the suggestions and recommendations made.

As was stated in the proposal, "suggestions and proposals made by the consulting team would be provided to assist the college officials, faculty, staff, and students; they are not final decisions." The consultants realize that the administration, faculty, staff, students, and finally the Board of Trustees will determine and establish the desired structure and procedures.

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Introduction

Triton College is a "Public Community College and Technical Institute For All The People" located in the northwest section of the Chicago area. Established only ten years ago, it is one of the most rapidly growing colleges in the Midwest with a current enrollment of approximately 14,000. Students are enrolled in The School of University Transfer Studies, The School of Career Education, and The School of Continuing Education.

The philosophy and objectives of the college, and the counseling and guidance program, are described appropriately in the college catalogue. Objectives for the student personnel program include the following which indicate the scope: "Triton College believes that it should provide assistance to each student in selecting and achieving a worthwhile educational objective..." "Professionally trained counselors are available to assist each student in defining objectives and outlining plans to achieve his goals..." "All incoming freshmen are required to attend an orientation program..." "The Student Services offices in the College Center are maintained to provide assistance and counsel for individual students and student groups who have special interests or needs at Triton College..."

Triton College, in the opinion of these consultants, is to be commended for the planning and completion of the present campus and buildings, and the utilization of innovative and contemporary equipment and supplies; for well prepared professional personnel; for the articulation of the related programs; for the cooperative relationships of the deans of the schools and departments; and for the development of the program of administrators, faculty, staff, and student participation in governance and in the development of services and

programs. The majority of faculty and students speak favorably and positively about the counseling services in spite of certain internal and external controversies which have affected the image of the counseling service.

General Administration

A. Institutional Policy Determination

"The development of institutional policy, including the procedures and processes which are organized into the policy making structure, provides the basis for administration. Policy development precedes administrative delegation and is a Board delegated function.

"Various national associations of colleges and universities such as the American Council on Education, and the associations of faculty members such as the American Association of University Professors have stated the rationale for policy making in several ways: 'Any individual or group having equity in a decision should have some process or procedure for participating in reaching the decision.' 'Important areas of action involve at one time or another the initiating capacity and decision making participation of all institutional components.' Key words to express the ideas contained are: 'equity,' 'participation,' and 'appropriate representation.'

"The four component groups of a college campus constituency are: students, faculty, administration, and staff. Several organizational structures for policy determination are available. Some are traditional, some are modifications, and some are new or innovative. In some colleges, the policy making body is composed of administrative officials only, in others faculty and administrators are involved. Many institutions are experimenting with student participation. The trend is toward greater participation of all groups. Such is true at Triton Junior College.

"The procedure for the development of institutional policy varies greatly from college to college. The specific plan or process for a particular college depends upon various elements: the attitude of Board members, the traditions

of the college, the size of the college, the age and tenure of the faculty, the type of student body, the financial support of the institution, and many other factors.

"In the final analysis the Board is the policy making body, and only through delegation of this process to others can the responsibility be shifted. (1) The Board may delegate to the President certain policy making development with recommendation to the Board for approval or rejection, or (2) the Board may delegate through the President to certain campus groups such as a College Senate, or a Faculty Senate, or a Student Senate, or similarly named bodies, certain specific policy making recommendations channeled through the President to the Board for approval or rejection.

"Policy making procedure is immediately reflected in the administration of the institution, consequently administrations are labeled as: autocratic, dictatorial, conservative, strong, middle of the road, flexible, adjusting to trends: liberal, democratic, participatory; or far-out, radical, weak, etc."

B. General Principles of Administration in Post-Secondary Education

Administrative organization in general and as policy should be developed on functional rationale and as infrequently as possible on the basis of "personalities" or "traditions" or non-functional criteria. This philosophy and process allows for growth and expansion without the necessity of frequent major re-organization. It is recognized that history, tradition, precedent and personnel play their parts, but these change. Aspects of organization change, too, but the basic structure can be developed to accommodate change and evolution and provide a built-in flexibility. As an institution grows in size and purpose, the feature of flexibility takes on increasing importance.

The principle of limited span is that a key administrative officer can most effectively supervise and coordinate the efforts of not more than four to

six subordinate officers. Especially in a rapidly developing organization, circumstances may require a larger span for some officers for relatively short periods, but the number of subordinates reporting directly should be reduced as soon as possible.

C. Organization for Administration

Within higher education, it has come to be generally accepted that there are four major functional areas of administration. These are referred to by different names and different titles, but are recognized as (1) Instructional Affairs, (2) Student Affairs, (3) Business and Financial Affairs, and (4) Community Affairs. A fifth functional area, recently developing, is Personnel Services. (See Organizational Chart I)

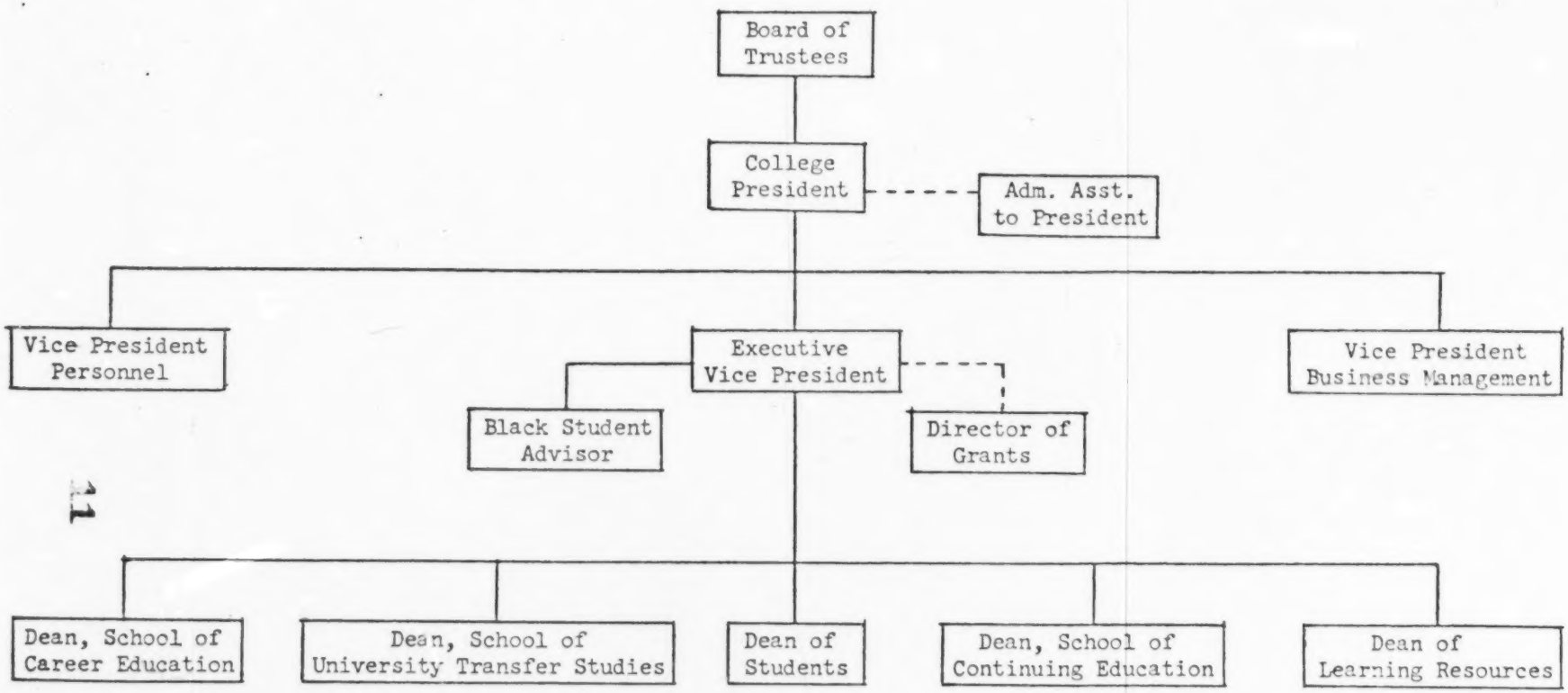
D. Triton Administration

The consulting team commends the individuals who are responsible for the carrying our of the administrative responsibilities of Triton Junior College.

The campus planning, the growth in enrollment have required outstanding leadership from the President. The Executive Vice President is commended for the cooperative support obtained from deans and department heads in an expanding institution. The deans of the three schools exhibit excellent leadership qualities, and the several department heads who were interviewed (English, Nursing, etc.) were most cooperative and supportive of the objectives of the college and of the Student Affairs Area.

The representatives of the Faculty Association, while not as complimentary concerning the administration (nor the employment of consultants), nevertheless agreed that negotiation and agreement were part of the accepted procedure at Triton College. They recognized also that faculty, students, staff and administrators participated in college governance, and that the Board of Trustees makes final policy decisions.

CHART I


Board of Trustees
College President
Adm. Asst. to President
Vice President Personnel
Executive Vice President
Vice President Business Management
Black Student Advisor
Director of Grants
Dean, School of Career Education
Dean, School of University Transfer Studies
Dean of Students
Dean, School of Continuing Education
Dean of Learning Resources

Student leadership was able, cooperative and most supportive. Their suggestions and recommendations were forthright, helpful, and loyal to Triton objectives. The Dean of Students was described as a "hard worker" and he was respected. His present load is too heavy and his leadership ability will be tested as the role of counselors and counselor aides is re-defined and as another Assistant Dean assumes his role.

The present Dean of Student Personnel Services has proven his ability to carry heavy loads--in various phases of student activities--and his assignment should be changed to allow his special abilities to serve students.

The recently appointed Apecialist in Admissions has already coordinated several of the services, shown his leadership qualities, and should be a kay member of the Student Personnel Services team.

The Assistant Dean of Student Services is to be commended for his efforts in opening and establishing tradition and regulations that make for an excellent College Center.

It is the responsibility of the consulting team to evaluate the Student Affairs area, and it is our belief that consideration should be given to a reorganization of the administrative pattern of the Student Personnel Services Division. It would appear that an excessive number of people report directly to the Dean of Student Personnel Services. A suggested reorganization would be for three individuals (Assistant Dean of Counseling, Assistant Dean of Student Services, and an Admissions Specialist) to report directly to the Dean.

The remainder of the report will be organized under the topic headings of. Dean of Student Affairs Area, Assistant Dean of Student Services Area, Assistant Dean of Counseling Area, and Specialist in Admissions, Records, and Registration Areas.

Dean of Student Affairs Area

It is considered to be the responsibility of the Student Affairs Area to prepare and keep prepared the individual student for taking the most complete advantage of the opportunities and primary purposes of his being in a Post-Secondary Institution. Responsibilities, therefore, of the area of Student Affairs normally include recruitment; admissions, orientation; registration; record keeping; feeding; counseling and psychological services; health services; recreation; cultural and related development; financial aid, such as scholarships, loans, grants, student employment and the like; student activities; student organizations; and placement services.

Frequently these are described as a dual program to meet the needs of students and to develop the "whole individual" in those areas not held to be the responsibility of classroom instructional or curricular programs.

The student personnel program is therefore supportive of the total instructional campus program and is interrelated and sometimes overlapping in the other administrative areas of instructional affairs, business and financial affairs, and community affairs. In addition, the student personnel program is dependent upon the personnel office.

At Triton College the counseling service "department" provides complete student personnel service for The School of University Transfer Studies and The School of Career Education. The School of Continuing Education maintains its own curricular advising program and depends upon the counseling department for records, financial aids, health service, testing, and student services. Kaleidoscope, a new instructional program, has a counselor assigned for interdepartmental service.

The present administrative structure includes an Assistant Dean, a

Specialist, nine counselors, six counselor aides, and several classified personnel.

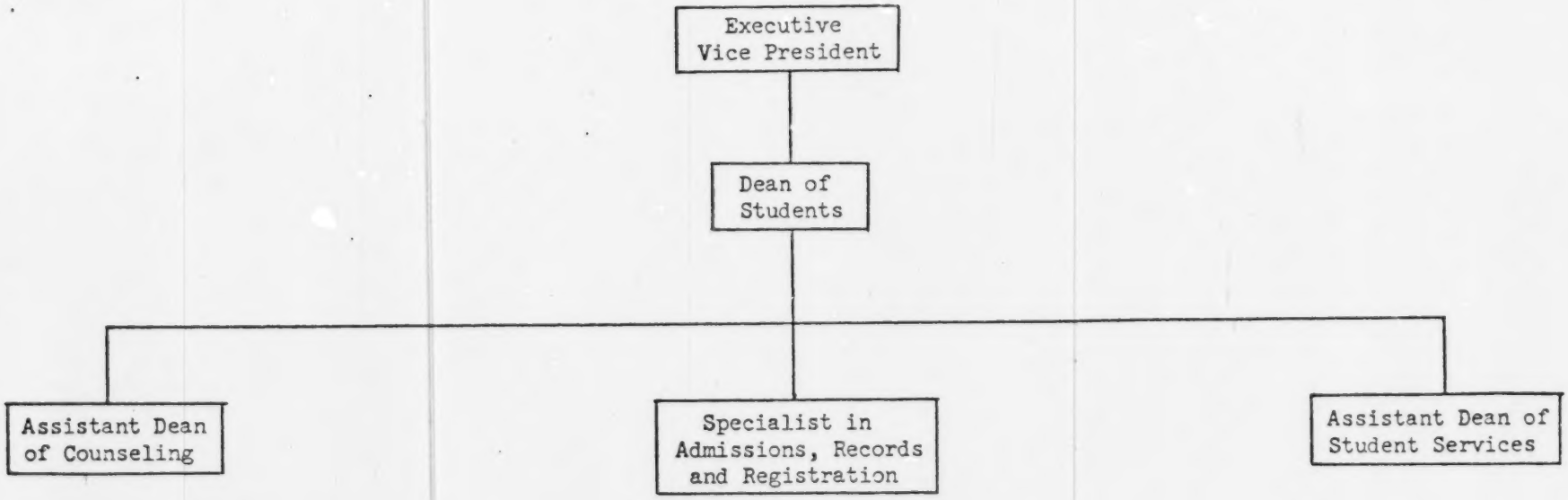
The Dean of Students has reporting to him: counselors; counseling aides; an assistant dean who is responsible for overall operation of the College Center and student activities; the Health Service nurses; the counselor for Financial Aids; the counselor for Kaleidoscope; and a new specialist who is responsible for recruitment, admissions, records, and articulation with high schools.

No more than six to eight individuals should be reporting to a top administrator. At present twenty or more report to the Dean of Students. As previously stated, the Dean of Students is a "hard worker" and respected. However, one can see that his load is too heavy. He must redirect his leadership role to emphasize planning, goal selection, communication, and evaluation. We suggest that three persons report to the Dean of Students, who then reports to the Executive Vice President. (See attached chart II)

The consulting team found that there seems to be deep concern registered in relationship to policy and operational decisions made at the institutional level as they affect the student affairs area. In other words, the staff felt that they should have input into some decisions as well as receive feedback as to why certain decisions are reached. Such conditions produce serious morale problems.

Increasing size and complexity at Triton College requires more planned communication. Communication is most conducive to understanding and support. In many institutions the Dean of Students holds weekly meetings with key administrative officers and occasional meetings with larger groups. The chief student personnel officer should conduct meetings with his Assistant Deans and others responsible for programs at least twice each month. Agendas are prepared in advance, and meetings provide opportunity for all to know and under-

CHART II


Executive Vice President
Dean of Students
Assistant Dean of Counseling
Specialist in Admissions, Records and Registration
Assistant Dean of Student Services

stand. Minutes are widely distributed or placed in a specific office where interested persons may read them.

Meetings with advisory groups from the student body, faculty, staff, alumni, and citizen groups are additional communication measures.

Communication, both internal and external, require time and adequate and appropriate planning. If meetings, publications, exchange of ideas, and other measures are carefully scheduled with all constituencies by the Dean of Students, then communication of staff "input" to the Executive Vice President, School Deans, faculty and students should improve.

It is suggested that the Dean of Students accept leadership responsibility in providing a mechanism for and promoting the establishment of priorities in terms of the growth of the Student Affairs Area.

Major goals for student services should be established in each area. This should include recruiting, selecting and training new staff members, professional and paraprofessionals. The goals should provide for and stimulate the continuous professional and personal growth of the student services staff. The goals should also include improving relationships and increasing the cooperation among the various student services specialties. In addition, student services should be provided which meet the needs of special segments of the student body--such as older citizens, divorced persons, minority group members and handicapped students--as a part of the Student Affairs Program.

Procedures should be established for the continuous evaluation of student service programs by those performing and those receiving the services. This can be accomplished through mail questionnaires, interviews, and other evaluation and research instruments. Evaluation and accountability must be built into an operational scheme to assure quality control of resources, student, programs, and staff.

The Dean of Students is respected by his staff. The suggested reorganization and redefinition of his role should aid him in promoting ongoing cooperation and communication among areas inasmuch as the success of many of the programs is closely related to staff working together and being knowledgeable of others' plans.

Assistant Dean of Student Services Area

I. College Center

The College Center is a physically well planned building widely used by students. Four general areas are housed in the College Center in addition to student activities: (1) an adequately stocked, well designed bookstore that services the students; (2) a food service operation which includes a snack bar, cafeteria, staff dining room and catering; (3) an educational component to the food service where students receive restaurant training in such areas as baking, catering, culinary arts, fast food operations, resort and country club management, and vending, which provides a diversified laboratory experience for students; and (4) Student Activity Programs.

A. Assistant Dean of Student Services

The College Center was successfully opened in 1971 to serve the students, faculty, and community under the leadership of the Assistant Dean of Student Services. Housed in the Center, he has had primary responsibility for programming within the Center as well as programming student activities on campus. Reporting to the Assistant Dean of Student Services is the Director of Athletics, to whom approximately nine athletic coaches are responsible. The College Center Assistant, a person with a Masters Degree, has a primary responsibility in Center programming. The Volunteer Coordinator and the information desk hostesses also report to the Assistant Dean of Student Services. The Dean is also the advisor to Triton College Student Association officers and Student Senate.

The Assistant Dean of Student Services was designated to "open" the College Center and his educational experience has helped to make the Center successful as a true activities center for students. Now that the Center is operating rather smoothly, the Assistant Dean of Student Services should accept

broader responsibilities.

B. Student Association

The Triton College Student Association is most supportive of the educational and activities program in the College Center. The Association is led by conscientious and dedicated students. Their budget responsibilities are sizeable. The students have established principles for budget construction and are fiscally responsible under the guidance of the Assistant Dean of Student Services. They willingly give financial support to the athletic program but hope for the day when facilities will be improved. They pay a yearly rental for space in the College Center so that they might use its facilities. They fiscally support an intramural program, voluntary community service program, and part of the salary of a recreation supervisor.

Student participation in institutional government is excellent. The students feel as if they have input in the college decision making pattern and are for the most part supportive of the institution and the student personnel services. The student activities services have varied programs to meet the needs of a diverse student body. These programs are well organized and the students have the leadership role in decisions in this area.

The Assistant Dean of Student Services is to be commended for his ability to communicate and work with responsible Triton College Student Association officers. This consulting team believes that the College Center should continue to be of outstanding educational value to the students by providing the opportunity for the students to learn more about themselves and their interrelationships with others while engaging in out-of-class activities.

The following recommendations are offered for consideration relative to activities of the College Center and Student Services Area.

1. It is recommended that the Assistant Dean of Student Services

be given more responsibilities commensurate with his job title. That is, in addition to the responsibilities for the College Center and athletic program, he should be given supervisory responsibilities for the operation of the Financial Aids, Placement, and Veterans Advisor Office, as well as the Health Service.

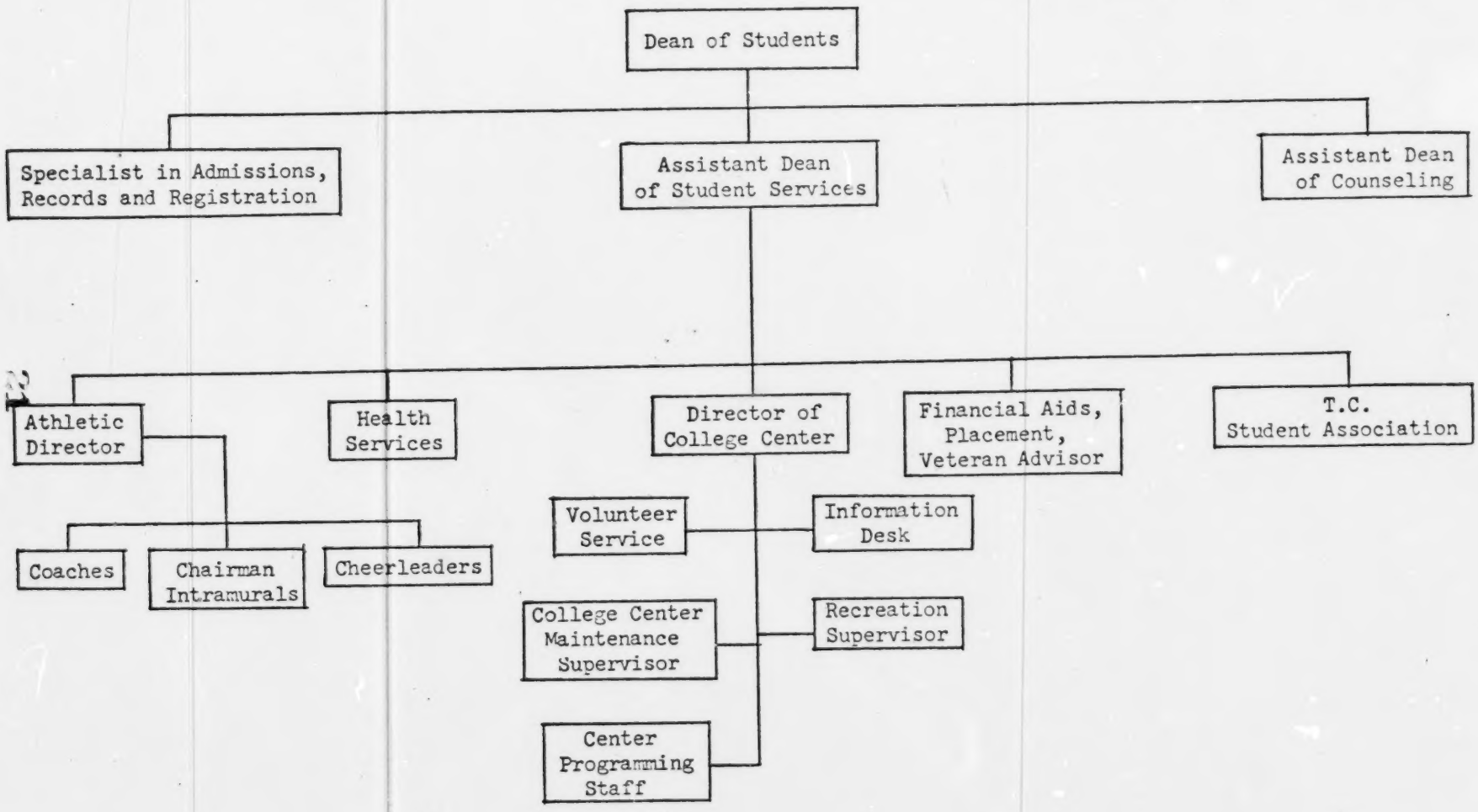
2. It is recommended that the Assistant Dean of Student Services continue to accept advisory responsibilities for the Triton College Student Association and its activities.

3. It is recommended that a Director (or Manager) of the College Center be appointed immediately, having primary responsibility for all student activity programming and management functions of the Center as well as the information desk, recreation room, and volunteer program. The Director's primary responsibility would be to continue an active program which would draw students into the College Center through involvement with clubs, activities, and recreational activities and innovative programs, thus contributing to the development of student life in the out-of-class activity area. (See attached chart III)

4. It is recommended that a College Center Professional Policies Council establish policies for the operation of the bookstore, food service, and student activities. The Director of the Center would carry out these policies. It should be recognized that the bookstore and the food service are faculty and student services, and that they contribute to the overall education of Triton College students. However, these auxiliary enterprises should accept the obligation for furnishing financial support to the College Center which exists for the students and their education.

5. It is recommended that the Director of the College Center be an advisor to a College Center Student Coordinating Board comprised of faculty, representatives of the Student Association, and other student groups, which could be force for improving the programming of the Center and student in-

CHART III


Dean of Students
Specialist in Admissions, Records and Registration
Assistant Dean of Student Services
Assistant Dean of Counseling
Athletic Director
Health Services
Director of College Center
Financial Aids, Placement, Veteran Advisor
T.C. Student Association
Coaches
Chairman Intramurals
Cheerleaders
Volunteer Service
Information Desk
College Center Maintenance Supervisor
Recreation Supervisor
Center Programming Staff

volvement in activities within the College Center.

6. It is recommended that the Director of Athletics, Cheerleader Advisor, and Chairman of Intramurals report to the Assistant Dean of Student Services through the Athletic Director, which is a slight change. The possibility of a change in the Chairman of the Physical Education Department is eminent. When the new chairman is appointed, further consideration should be given to responsibility for both a men's and women's varsity athletic program, intramurals, and cheerleaders being placed under the chairmanship of the Physical Education Department.

C. Office of Financial Aids, Placement, and Veterans' Advisor

The Financial Aids, Placement, and Veterans' Advisor Office is under able leadership and has enjoyed consistent student growth and support. A sampling of Triton College students indicates that they are very aware of the opportunities offered by this office, and that there is wide acceptance of these student personnel services. The staff has handled a large work load associated with "packaging" financial aids to the student body. In some instances the clerical work and financial computations tend to cut down on actual financial counseling; however, there does not appear to be a need for a third person at this time.

Means should be explored whereby the Financial Aids Office is placed on a year-round calendar. Such a calendar could be implemented if more than one person had authority to make awards rather than limiting the function to one person.

The Office of Financial Aids is well organized and maintained. The financial aid aspect has developed excellent program material to inform the students about financial aid. The atmosphere of this office is excellent. The staff is to be commended for the interest and concern for students.

The Placement Office is in its infancy and should continue under the present organization rather than establishing an individual office. The placement officer is just beginning to work with the Deans of the Schools of Career Education, University Transfer Studies, and Continuing Education as well as with Department Heads and various faculty members. Sets of credentials on about fifty students have been accumulated as a service to future employers. A record keeping system is being developed to assist in student employment and job referral.

Consideration could be given to an expansion of the Placement Services' function. An additional clerical position in the Placement area would permit the present placement officer to develop expanded services for graduates as well as develop a greater liaison between industry located in District 504 and the College. This liaison would be directed at both improving job opportunities for students as well as proving a vehicle for making known the needs of the employer community to the College in terms of development of new curricula. Additionally, this clerical position should be responsible for the on-campus placement of students working under the College Work-Study Program, thus relieving the Financial Aids Counselor from this task.

The Placement Office needs the guidance of a full time professional person. It is recommended, however, that the Placement Office continue to grow under its present arrangement rather than establishing a separate office. In the event that space in the Learning Center becomes unavailable, con sideration might be given to a relocation of all so-called supportive services such as Financial Aids, Placement, Veterans' Affairs, etc. It would appear that these services might be located in the College Center instead of an adjunct of the Admissions and Records Area. Other activitiy in the Center might have to be relocated.

The Veterans' Advisor is operating the Veterans Instructional Program

under a grant from the Health, Education and Welfare Department. The Advisor's primary responsibilities are the recruitment of veterans, management of the Outreach Program, and follow-up on Veterans Administration benefits and the Illinois State Veterans Program for Triton students. In addition, the Advisor aids veterans with the admission-registration process; serves as a liaison officer to the Veterans Administration; administers the Veterans Tutorial Assistance Program and reader service for blind veterans; serves as an advisor to the Triton College Chapter of the Veterans Scholastic Honor Society; and has become actively involved in the Bad Discharge Rehabilitation Program. This office is oriented to assisting veterans and its various record keeping functions can easily be fused into the ongoing record system. It is recommended that this office continue with its organization.

The need for coordination of supportive services is desirable. It is suggested that the present Counselor for Financial Aids assume administrative responsibilities for all supportive services. This would include Financial Aids, Placement, and the Veterans' Outreach Program. This individual would report directly to the Assistant Dean for Student Services.

D. Health Service

The college health center seems to be primarily a "first aid" treatment center. It is well organized and is perceived by the students to be an open and friendly place to go. It is organized with two duly qualified nurses who accept responsibility for student health care; however, their responsibility in terms of health education is minimal. Consideration should be given to planning educational programs relative to student health concerns and needs. Examples of such programs might be group guidance sessions dealing with common health problems such as obesity, drug abuse, smoking, etc. It would appear

possible to offer such specialties within the Psych 050 course, health courses, etc.

It is suggested that arrangements for a psychiatrist or psychiatric social worker from a neighboring mental health facility spend a day on campus to handle counselor referrals be explored, and that the Health Service report to the Assistant Dean of Student Services.

E. Summary

The recommended organization does free the Dean of Students relative to the numbers reporting to the Dean as well as allowing the Assistant Dean of Student Services to assume responsibility more closely allied with the position title.

Counseling Area

A. General Description

The Counseling area at Triton College is staffed by Professional Counselors with a wealth of high school counseling and administrative experience, in addition to an academic achievement well beyond the masters degree level.

There are at present nine counselors out of an earlier allocation of eleven counselors. Two of the positions have not been filled at the present time. In addition, the position of Assistant Dean of Counseling, vacated almost two years ago, has also not been filled. This has left the counseling center to be managed by the Dean of Student Services and a counsel of three counseling center members. The present counselors at Triton College are highly qualified and well trained persons.

Seven counselor aides have recently been employed to assist the counselors. They have been assigned to counselors, but their educational background, job responsibilities and relationship with Triton College students varies considerably. Our conversation with College Deans and faculty members, as well as students, indicates that much of the question of dissatisfaction associated with the counseling department is within the Department. Counselors seem to have the support of faculty, administrators and students. Many counselors have a reputation for being very helpful to students in career decisions and accurate course advising prior to registration. However, inaccessability and time lag relative to getting an appointment appear to be problems with student.

B. Counselors

Each counselor is assigned out of a centralized counseling center to specific curricular programs, with the range of clients being from 150 to

over 1500. This too has produced some morale problems among counselors. In addition to their counseling function, the counselors also teach an orientation course, Psychology 050. At the present time this course does not seem to be well organized as to scope and sequence so the content and time spent in the course varies with each counselor. The students at Triton College do not seem to be very high on the orientation program and most of the counselors feel that the course needs to be better organized. Some feel that it should be obliterated from the curriculum.

In the past, the counselors have also been assigned to be liaison with at least one and at times two local high schools. However, the addition of a Specialist in Admissions, places the major responsibility for recruitment in the admissions area but the counselors could continue to be part of the recruitment procedure. The role of the counselors in articulation between Triton and the high schools needs clarification.

The primary role of the counseling center staff members seems to be that of an academic advisor in lieu of what might be best described as personal decision counseling. In part, this heavy role of academic advising is producing serious morale problems in terms of professional frustration. At the same time, some of the counselors perceive that their position would be in jeopardy if they are not seeing students (sometimes as many as twenty in a day) for academic advising. In addition, this perception of job jeopardy also stems from how the guidance aides are being utilized. Some of the counselors feel that the guidance aides are in direct competition with themselves in terms of a position. This has accentuated the relationship between guidance aides and counselors. Even so, the counseling load of the counselors is extremely heavy and is producing professional frustration and dissatisfaction.

There does not seem to be a clear cut or well defined evaluation procedure among the student counseling staff and the college administration. This has produced some unrest among personnel. The absence of an assigned and formalized leader of the counseling area (Assistant Dean of Counseling) has also produced a sense of unrest among counseling area members in relation to evaluation and accountability, and direction in which the area should be proceeding.

Interestingly enough, the counseling center staff members seem to be split in relation to their interest in employing an Assistant Dean of Counseling. Some members feel that they should continue to operate with a three person council in lieu of a strong leader. However, the consulting team feels that the counseling area staff members have become divided in terms of center goals and directions and the lack of leadership has caused the counseling area team members to go in multiple directions where they are each doing their own thing.

C. Philosophical Base for Counseling Area

A model for student counseling area is diversified, consequently there are no mutually agreed upon objectives and goals for the area. The guidance aides are not allowed to attend these few staff meetings so they are not abreast of developments occuring in the area.

There does not seem to be a strong philosophical base to the student personnel program. This is accentuated by the infrequent meetings of the staff, a lack of in-service training program, and almost no time devoted to staffing cases which is so important for communication and articulation among staff members.

The presently stated philosophy and goals of the counseling staff need to be updated in terms of the contemporary needs of students and the

purposes and objectives of Triton College. The new statement should be developed by and agreed to by the counseling personnel. This updated statement should precede the selection of a new Assistant Dean of Counseling. This recommendation assumes the continuation and expansion of an in-service communication cycle which would include utilization of all present staff members.

The titles of Counselor and Counselor Aide--traditionally used at Triton College--should be continued: however, the function, job analysis, and duties of Counselor Aide must be carefully defined, and agreed upon, and realistically implemented. At present there is much confusion concerning skills, work assignments, and expectations both from the viewpoint of the various counselors who "supervise" and the aides who assist them. Such anaysis should, in the opinion of the consultants, reduce or limit the amount of time and thought of the counselors devoted to routines and detail and free the counselors to counsel students. Much could be done with exit-interviews and counseling of in semester drop-outs. In addition, studies should be made of those who were enrolled who did not fail academically but did not return the folowing semester.

D. Assistant Dean for Counseling

It is recommended that the position of Assistant Dean for Counseling be widely advertised and candidates carefully screened. Screening should involve students and administrators as well as counselors employed at Triton College. The Assistant Dean of Counseling should be an exceedingly well-trained counselor-administrator who can exert strong leadership in the Counseling Area. This consulting team favors appointing an "outside" Assistant Dean for Counseling with Junior College experience, rather than a rotating department chairmanship. This past year the Dean of Students has assumed direct responsibility for the counseling area and his accessibility

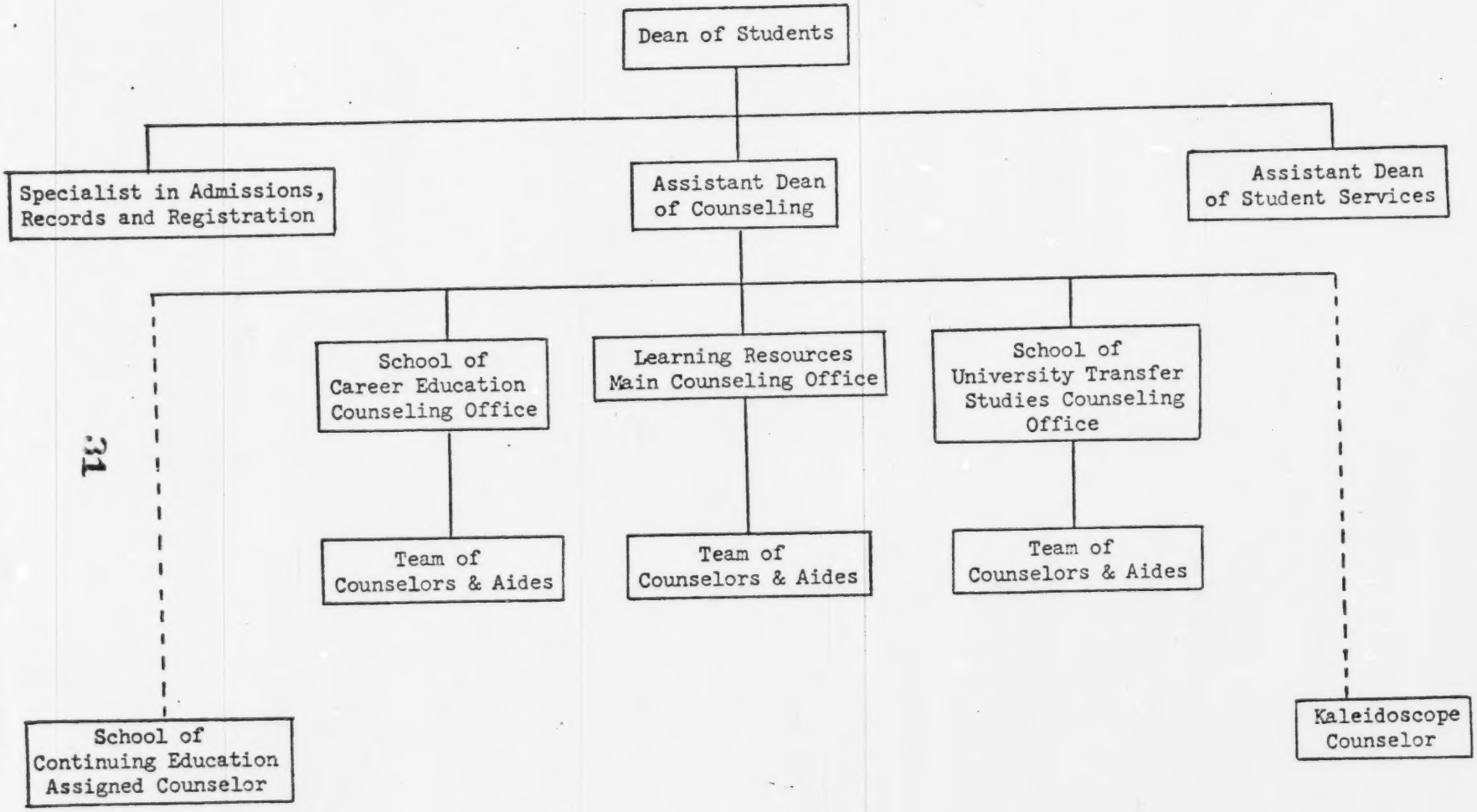
has been questioned by many of the counselors. It is suggested that the Dean of Students, as soon as possible, delegate responsibility to the leadership of this department. This would free the Dean of Students to direct his efforts to improve the liaison with various schools within Triton College.

Serious consideration should be given to physical decentralization of the Counseling Area. It is suggested that a team of counselors and counseling aides be assigned and given office space in the schools of Career Education, Continuing Education, and University Transfer Studies, as well as retaining a team of counselors in the Central Office of the Learning Center. This should relieve some congestion as well as improve relations with faculty and students. A counselor should also be designated in the school of Continuing Education and the Kaleidoscope Program. (See attached chart IV.)

The need of summer employment for counselors is of considerable concern. Consideration should be given to systematically assigning each counselor for twelve days additional summer employment. A long range contract for a number of school days plus an exact number of days of summer employment would give security to the counselors and diminish the concern.

It should be forcefully noted that for the most part, there tends to be an adequate relationship between faculty and the Counseling Area, and between the student body and the Counseling Area. Harmonious relationships seem to have been built among individual faculty members and individual counselors. However, this consulting team feels that the Counseling Area should provide continuous visual publicity needed to keep faculty and students abreast of progress being made in the Counseling Area. Much more is going on as far as programs are concerned than is disseminated to the total college community.

CHART IV


Dean of Students
Specialist in Admissions, Records and Registration
Assistant Dean of Counseling
Assistant Dean of Student Services
School of Career Education Counseling Office
Learning Resources Main Counseling Office
School of University Transfer Studies Counseling Office
Team of Counselors & Aides
Team of Counselors & Aides
Team of Counselors & Aides
School of Continuing Education Assigned Counselor
Kaleidoscope Counselor

E. Freshman Orientation

At Triton, orientation consists of a one-day summer program for informational and scheduling purposes and a one semester hour course for full time students. It is recommended that the one-day summer program be continued. It is further recommended that September students who have been accepted be brought to the college for the one-day orientation and registration program in the Spring Term. This earlier scheduling should relieve the pressures and number of incoming students scheduled in the twelve-day summer period.

F. Psychology 050

The length of time and content of the one semester hour orientation course (Psych 050) vary with the counselor. It is recommended that the counselors under the leadership of the Assistant Dean for Counseling examine the purposes of the course and develop a common course outline allowing for student options based on need.

In conjunction with a re-evaluation of the Psych 050 course, consideration should be given to the offering of numerous options in the course utilizing specific areas of competence as developed by individual counselors. For example, rather than one course for all students it would appear desirable if students could select from such options as College Information, Vocational Information, Career Decision Making, Personal Development, Interpersonal Relations, etc. Not only would such a system better meet the needs of individual students, but it would also offer the opportunity for students to repeat the course by choosing a different option as mentioned above.

G. Kaleidoscope

This one-year experimental, interdepartmental program is a part of the College of University Transfer Studies, and it includes a part time assignment of a counselor. It is suggested that it continue in that relationship for

funding and other purposes.

H. Standardized Testing

It is suggested that the Guidance and Counseling staff, under the leadership of Mrs. Boone, in conjunction with instructional divisions concerned, re-evaluate the entire testing program as it pertains to admissions. Specifically, the requirement of an ACT for matriculated status as well as a College Placement Battery appears redundant. In addition it is suggested that if a testing battery is desired only one be utilized and that it be appropriate to the community college population. A battery such as the CGP Program would offer both the placement information as well as a number of other indices such as an interest inventory, biographical information, etc. This one battery would then become an extremely useful tool for the counseling staff.

I. Additional Recommendations

1. Consideration should be given to the elimination of a specific counselor for limited students. The large numbers of limited students make such a function largely clerical. It may be more profitable if limited students were assigned to the various counselors responsible for that student's specific educational objective as is done for matriculated students.

2. It would appear that counselor use of individual tests might be improved to provide counselors with more tools for assisting clients. In particular, it appears that little use is made of psychological measures, interest inventories, etc.

3. A program of in-service training for the counseling staff is strongly recommended. This program should deal principally with the up-grading of counseling skills rather than bein, devoted to simply information giving concerning department offerings, transfer requirements, etc.

4. Triton College has increased enrollment rapidly, and expects further

expansion. To provide a mathematical base for determining the future number of counselors an analysis was made of the present number of FTE students per counselor. On the basis of 182,274 semester hours (Fall and Spring, 1973-74), the number of FTE students (30 semester hours), with nine counselors, equals 675. It is suggested that at any time an increase of 650 FTE students are enrolled that an additional counselor be employed.[1]

[1] It was mentioned in the exit interview that at Richland Junior College, Dallas, Texas, the number was 350, and that at Ball State University the number was 1,000. Note: At Richland Junior College there are no counselor aides to assist the counselors; while at Ball State University the assignments are for curricular advisors, who are not expected to "counsel" other than academic advisement.

Specialist in Admissions and Records

The addition of the Specialist in Admissions has been an asset for the total Student Personnel Services Program. He is at the present time attempting to define his role within the total scheme of things and has established several goals toward which he is proceeding. This individual has the need to develop a program of keeping students in the community aware of Triton College and its offerings, to develop an adequate system of ongoing registration and maintenance of records, to develop a working rapport with high schools in the community, to streamline the application form and process, and to continue to guild a relationship between his office and other areas of the college.

One of the concerns of the consulting team is the working relationship between the office of admissions and the counseling center. Though the Specialist has no formal authority over the counseling area staff members, it is imperative that a strong bridge of relationships and cooperation be built between these two offices. Particularly is this true for these two offices in their liaison work with the high schools. With the appointment of an Assistant Dean of Counseling, a closer articulation between the needs of admissions and the strength of counselor help should be established.

A. Recruitment

The Specialist in Admissions has a major responsibility in recruitment of regular Triton students. He should continue to involve Triton counselors in their responsibilities to district high schools and Illinois colleges and universities. These counselor relationships should be maintained when a College Recruiter has been selected.

The college-wide coordination responsibilities for visitations to high schools and colleges and universities should rest with the Admissions Specialist and the College Recruiter. Consideration might be given to increasing counselor assigned time in the feeder high schools. In the Spring semester, particularly, a day per week in a feeder high school, for example, would enable many Fall entrants to receive counseling programming assistance, and even registration prior to the close of the student's senior year but under the coordination of the College Recruiter.

B. Admissions

The effectiveness of recruitment is related to the ease of admission and lack of artificial barriers. It is recommended Triton College examine its admission procedures in terms of classification of students and information required before students may be accepted.

Triton's enrollment chart for 1972 shows a ratio of approximately 3.4 to 1.0 between total headcount and full time teaching equivalent. Financially, it is desirable to decrease the ratio while continuing to increase enrollment. To accomplish this financial goal and to implement the community college open door policy as a college "for all people" it is recommended that Triton examine:

1) the necessity for two application blanks and procedures - one for regularly admitted students and the other for limited students.

2) the required medical history form and consider whether the essential information could be obtained by self-report either in a brief form as a part of the application blank or as a part of the Summer orientation day.

3) the statement of residency. Does it conform to Illinois statutes? Should parents be required to sign or only if students are minors?

4) the usefulness of the Request for Status Information.

5) the required testing program and its relationship to admission, screening and placement.

The consulting team believes the application process for fully matriculated students seems cumbersome and restrictive and would appear to work against the stated goal of encouraging limited students to become matriculated.

C. Record Keepers

Triton's organizational documents for the Records area show this area relating directly to the Specialist in Admissions. (see attached chart V)

When the College Recruiter has been employed, the Specialist should be able to devote more time to the development of immediate, intermediate and long range goals and to provide some professional leadership to the Records area. Specifically, it is recommended that:

1) Adequate security precautions be implemented. Some of the records are not housed in fire proof file cabinets.

2) Provision be made for back-up records. Serious consideration in the near future should be given to microfilming or microfiching permanent college and student records with a set of records stored in an off-campus location. An overall plan for microfilming should be developed; it should include:

a) designation of types of records to be microfilmed or placed on microfiche, i.e., grade rosters, class records, contents of student files, permanent records cards, etc.;

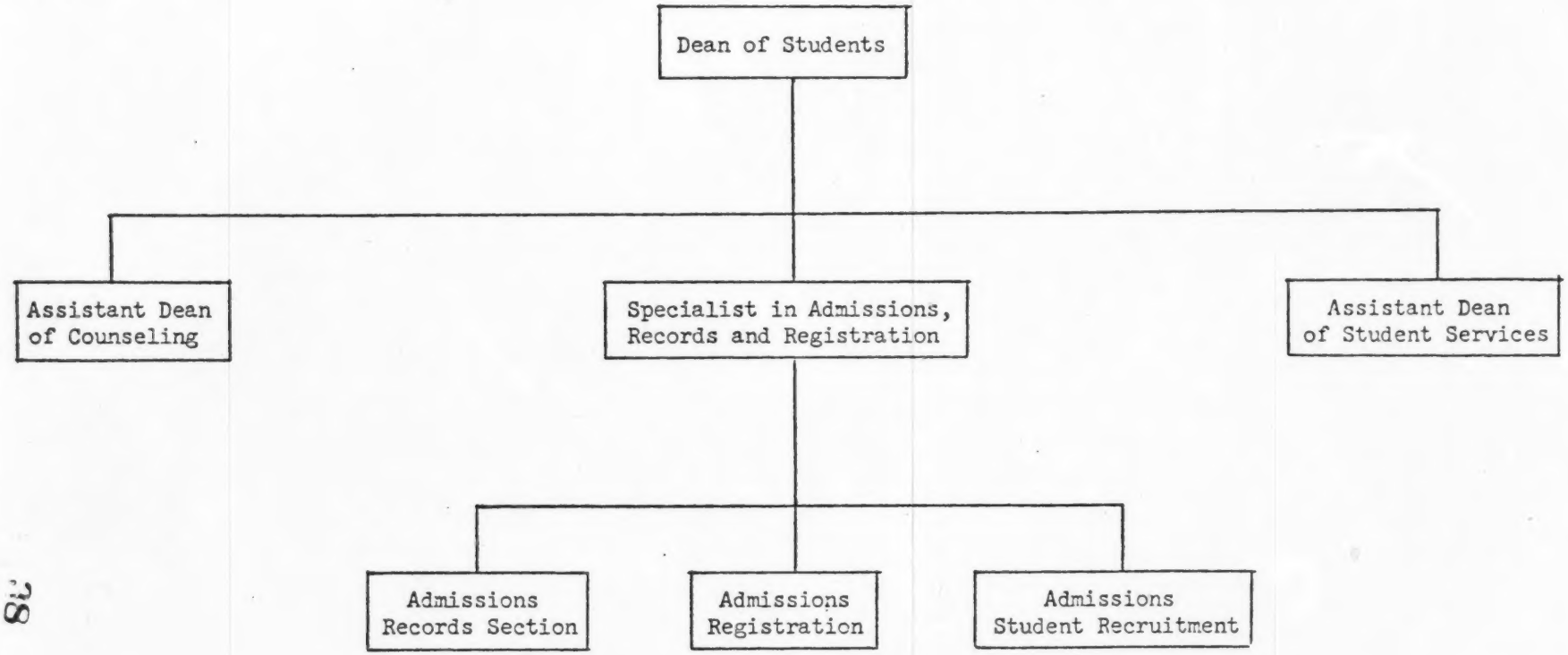
b) time lines for implementation;

c) selection of equipment and supplies;

d) plans for destruction, if any; and

e) security precautions for duplicate records.

CHART V


Dean of Students
Assistant Dean of Counseling
Specialist in Admissions, Records and Registration
Assistant Dean of Student Services
Admissions Records Section
Admissions Registration
Admissions Student Recruitment

3) The student permanent academic record include and list all applicable courses (transfer and Triton). At the present time, no transfer courses are listed on the Triton permanent record. This complicates the counseling and graduation process.

4) A graduation clerk be appointed to determine whether a student is eligible to graduate and to inform the student and his counselor in writing if his eligibility is in question. It is recommended that the review of graduation petitions and certification for graduation be a function of the Student Personnel Services. School Deans were in agreement with this recommendation.

5) There be fuller utilization of the computer by the Records Area. For example, the student permanent record could be completely placed on the computer and at the end of each semester a complete updated record could be supplied to the student and the Records Area. In addition, requests for transcripts could be forwarded to the computer for copies to be produced and mailed. Currently, term courses and grades are posted on a permanent record card by clerical staff at the end of each semester. These clerical, time consuming procedures could be eliminated.

6) An adequate Student Date Base be developed which is computer-based and assists all areas in gaining accurate developmental data on all Triton students.

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INFORMATION